

2672 - 2710.

CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

Hampden Sidney College,

FOR THE YEAR ENDING

JUNE 10, 1875.

RICHMOND:

PRINTED BY WHITTET & SHEPPERSON, MAIN STREET.

1875.



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## CALENDAR.

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1875.—Monday, June 7th, Board of Trustees meet.

Wednesday, June 9th, Address before the Literary Societies.

Thursday, June 10th, Commencement. Address before the Alumni.

On Tuesday and Wednesday evenings the Anniversary Celebrations of the Literary Societies occur.

Thursday, September 2nd, Session opens.

Wednesday, December 22nd, Public Addresses by Members of the Junior Class and Representatives from the Literary Societies.

Thursday, December 23rd, Christmas recess begins.

1876.—Saturday, January 1st, Christmas recess ends.

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The Hundredth Anniversary of the College will be celebrated at the Commencement, in June, 1876.

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*Professor of Physical Science.*

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*Professor of the Latin Language and Literature, and Instructor in the German Language.*

DEL. KEMPER, A. M.,  
*Professor of Mathematics, and Instructor in Engineering.*

ADDISON HOGE, A. M.,  
*Professor of the Greek Language and Literature, and Instructor in the French Language.*

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L. L. HOLLADAY,  
*Curator and Clerk of the Faculty.*

WALTER BLAIR,  
*Librarian.*

D E G R E E S,

C O N F E R R E D J U N E 11, 1874.

The Degree of Doctor of Divinity upon  
The Rev. ALEXANDER MARTIN, of Danville, Virginia.

The Degree of Bachelor of Arts upon

<i>Rev</i> JAMES A. BRIDGES,	.	.	.	Petersburg, Va.
THOMAS H. CAMPBELL,	.	.	.	Hampden Sidney, Va.
<i>Rev</i> JOHN W. DABNEY,	.	.	.	Hanover Co., Va.
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CHAS. WM. JOHNSON,	.	.	.	Wytheville, Va.
JOHN W. JONES,	.	.	.	Prince Edward, Va.
ROBERT K. MOSELEY,	.	.	.	Bedford, Va.
CHARLES F. RIEKE,	.	.	.	Paducah, Ky.
HARRISON R. THORNTON,	.	.	.	Hampden Sidney, Va.
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GOODRIDGE A. WILSON,	.	.	.	Marion, Va.
WILLIAM HERVEY WOODS,	.	.	.	Lebanon, Ky.

***Senior Class.***

## NAMES.

## RESIDENCES.

B. FRANK BEDINGER,	✓	.	Florence, Ky.
GEORGE W. DAVIES,	✗	.	Lynchburg, Va.
EDGAR JOHNSON DAVIS,	✓	.	Mineral Co., W. Va.
EMMETT M. DICKSON,	✗	.	Millersburg, Ky.
CLEMENT C. GAINES,	✓	.	Charlotte Co., Va.
FRANK S. NASH,	✓	.	Farmville, Va.

***Junior Class.***

## NAMES.

## RESIDENCES.

WM. CREIGHTON CAMPBELL,	.	.	Berkeley Co., W. Va.
WILLIAM E. CAVE,	.	.	Fauquier Co., Va.
WILLIAM CHINN,	.	.	Fauquier Co., Va.
✓ ARCHIE P. CROW,	.	.	Norfolk, Va.
WM. GREEN EGGLESTON,	.	.	Prince Edward Va.
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WILLIAM CLARK HERNDON,	.	.	Frankfort, Ky.
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HENRY B. RAYMOND,	.	.	Marion, Ala.
COLIN STOKES,	.	.	Prince Edward Va.
FRANK IRVING THORNTON,	.	.	Hampden Sidney, Va.

*P. A. Irving**Farmville*

*Sophomore Class.*

## NAMES.

## RESIDENCES.

73 ✓	HENRY WATKINS ANDERSON,	Lynchburg, Va.
	EVERETT W. BEDINGER,	Florence, Ky.
	DUNCAN McGREGOR BROWN,	Petersburg, Va.
	JAMES ASA DUPUY,	Prince Edward, Va.
	GUY L. EDIE,	Christiansburg, Va.
	DAVID Q. EGGLESTON,	Charlotte, Va.
	EDWARD LIVINGSTON EVANS,	Chester Co., Pa.
	JAMES H. GIESE,	Baltimore, Md.
	THOMAS F. HARWOOD,	Gonzales, Texas.
	ROBERT GRAY KINNIER,	Lynchburg, Va.
	W.M. RAMSEY LAIRD,	Rockbridge, Va.
74 ✓	W.M. ALEXANDER LYONS,	Tazewell, Va.
	ROBERT N. MCCANDLISH,	Norfolk, Va.
	ARCHIBALD GRAHAM McILWAIN,	Columbia, S. C.
75 ✓	NATHANIEL CLAYTON MANSON,	Lynchburg, Va.
76	W.M. SMITH MORTON,	Prince Edward, Va.
	ARCHIBALD A. OWEN,	Halifax, Va.
	JULIUS ALLEN PATTON,	Danville, Va.
77	SAMUEL RUTHERFORD PATTON,	Greenbrier, W. Va.
78	L. N. SHANKS,	Rockbridge, Va.
79	J. SMITH SIMPSON,	Frederick, Va.
	JOSEPH ADDISON SMITH,	Bastrop, Texas.
80 ✓	BEVERLEY WHITE STRAS,	Tazewell, Va. <i>1/2</i>
	ARCHIE GIRARD STUART,	Staunton, Va.
81 ✓	CHARLES WILLIAM SUBER,	Columbia, S. C.
	ROBERT AUSTIN WAILES,	Nelson, Va.
82 ✓	L. PEYTON WALTON,	Cumberland, Va.

## Freshman Class.

	NAMES.	RESIDENCES.
83	THEODORE C. ANDERSON, . . .	Cumberland, Va.
84	EDWARD F. ARTHURS, . . .	Baltimore, Md.
85	DAVID A. BELL, . . .	Augusta, Va.
86	JEROME AYRES BONDURANT, . . .	Prince Edward, Va.
87	NATHANIEL L. BRONAUGH, . . .	Nicholasville, Ky.
88	GEORGE EVANS CASKIE, . . .	Richmond, Va.
89	JOHN WILLIAM CHURCHMAN, <i>Fisher</i>	Staunton, Va.
90	JOHN FALCONER, <i>Decd</i> . . .	Baltimore, Md.
91	THOMAS H. FLOOD, . . .	Lynchburg, Va.
92	THOMAS SEMMES FORBES, . . .	Fauquier, Va.
93	CHARLES WILLIAM GRAYSON, . . .	Tazewell, <i>Va.</i>
94	THOMAS HANDY, . . .	Nicholasville, Ky.
95	EDWIN E. HUNDLEY, <i>Farmville</i>	Prince Edward, Va.
96	HARVEY EFFINGER HUSTON, . . .	Harrisonburg, Va.
97	JOHN RUSE LARUS, . . .	Baltimore, Md.
98	CLEMENT READ McILWAINE, <i>Knoxville</i>	Columbia, S. C.
99	W. E. OWEN, <i>South Boston</i>	Halifax, Va.
100	SAMUEL C. PEERY, . . .	Tazewell, Va.
101	THOMAS R. PEERY, . . .	Tazewell, Va.
102	F. W. PITMAN, <i>W. S. A.</i>	Shenandoah, Va.
103	WM. BALLARD PRESTON, . . .	Montgomery, Va.
104	ALFRED G. PRESTON, . . .	Bristol, Tenn.
105	JOHN D. SCOTT, <i>Culpeper</i>	Farmville, Va.
106	HENRY STOKES, JR., <i>Farmville</i>	Prince Edward, Va.
107	L. H. STOKES, <i>Farmville</i>	Prince Edward, Va.
108	EDWIN HARVEY STOVER, <i>Hampshire</i>	Augusta, Va.
109	ROBERT H. TYNES, JR., . . .	Nansemond, Va.
110	JUNIUS D. WILSON, . . .	Farmville, Va.

## Irregulars.

## NAMES.

## RESIDENCES.

EDWARD CARRINGTON EDMUNDS,	Halifax, Va.
FLEMING GOOCH RAILEY, . . .	St. Joseph, Mo.
DANIEL DEJARNETTE STAPLES, . . .	Patrick, Va.
FREDERICK S WHALEY, . . .	Clarksville, Va. <i>danville</i>

## S U M M A R Y.

Seniors, . . . . .	6
Juniors, . . . . .	17 18
Sophomores, . . . . .	27
Freshman, . . . . .	28
Irregulars, . . . . .	4
Total, . . . . .	82 83

From Virginia, . . . . .	58-59
" Kentucky, . . . . .	6
" South Carolina, . . . . .	4
" Maryland, . . . . .	4
" West Virginia, . . . . .	3
" Texas, . . . . .	2
" North Carolina, . . . . .	1
" Tennessee, . . . . .	1
" Missouri, . . . . .	1
" Alabama, . . . . .	1
" Pennsylvania, . . . . .	1

## COURSE OF STUDY.

## Freshman Class.

## FIRST TERM.

Arithmetic, . . . . .	Venable.
Algebra, begun, . . . . .	Ray.
Geometry, begun, . . . . .	Olney.
Original Problems in Mathematics.	
Caesar, <i>De B. G.</i> , Virgil's <i>Aeneid</i> ,	Allen & Greenough.
Prosody.	
Latin Grammar, . . . . .	Bingham.
Latin Prose Composition.	
Goodwin's Greek Reader.	
Translations into Greek.	
Greek Grammar, . . . . .	Goodwin's Elementary.
English Greek Lexicon, . . . . .	Hamilton's.

## SECOND TERM.

Algebra, continued, . . . . .	Ray.
Geometry completed, . . . . .	Olney.
Virgil continued, Caesar, <i>De B. Civ.</i>	
Latin Grammar, . . . . .	Bingham.
Selections from Cicero's Orations,	Allen & Greenough.
Latin Prose Composition.	
Goodwin's Greek Reader.	
Translations into Greek,	
Greek Grammar, . . . . .	Goodwin's Elementary.

## Sophomore Class.

### FIRST TERM.

Algebra, completed, . . . .	Ray.
Problems in Mathematics.	
Cicero's Orations, . . . .	Selections, Allen & Greenough.
Livy, <i>lib.</i> xxi, xxii,	
Latin Grammar, . . . .	Gildersleeve, Zumpt.
Latin Prose Composition, weekly.	
Goodwin's Greek Reader.	
Translations into Greek.	
Greek Grammar, . . . .	Goodwin's Elementary.

### SECOND TERM.

Plane and Spherical Trigonometry, with applications, . . . .	Schuyler.
Land Surveying, . . . .	Schuyler.
Livy. Horace <i>Sat.</i> Prosody.	
Cicero <i>de Oratore.</i>	
Latin Grammar, . . . .	Gildersleeve, Zumpt.
Latin Prose Composition, weekly.	
Greek Exercises.	
Greek Grammar, . . . .	Goodwin's Elementary.
Goodwin's Greek Reader.	

## *Junior Class.*

### FIRST TERM.

Analytical Geometry, plane.—Puckle.

Original Problems in Mathematics.

Chemistry—Lectures; Text Books, Youman's Chemistry, and Barker's Inorganic Chemistry, with references to Fownes.

Tacitus *Ger.* and *Dial. de Orat.* Cic. *Laelius.*

Latin Grammar.—Gildersleeve, Zumpt.

Latin Prose Composition, weekly.

Mental Philosophy.—Text Book: Porter's Elements of Intellectual Science. Lectures by the Professor.

Logic.—Bowen.

### SECOND TERM.

Differential and Integral Calculus—Courtenay.

Do. do. do, Todhunter, for reference.

History and Philosophy of Mathematics.

Chemistry—Lectures, and Text Books as in first term.

Greek Exercises.

Thucydides.

Goodwin's Syntax of the Greek Moods and Tenses.

Mental Philosophy.—Porter's Elements of Intellectual Science.

Logic.—Bowen.

Agricultural Chemistry.—Lectures, with Johnston as Text Book.

## Senior Class.

### FIRST TERM.

Natural Philosophy.—Text Book, Ganot's Physics.

Lysias, Greek Exercises.

Goodwin's Syntax of the Greek Moods and Tenses.

Moral Philosophy.—Butler, Alexander and Jouffroy. Lectures by Professor.

Evidences of Christianity.—Butler and Alexander.

Mental Philosophy.—Lectures by the Professor.

### SECOND TERM.

Astronomy.—Norton's Astronomy.

Geology.—Dana.

Political Economy.—Say.

Moral Philosophy.—Jouffroy, Butler and Alexander. Lectures by Professor.

Terence.—Edition of Fleckeisen.

Latin Prose Composition.

Latin Grammar.—Gildersleeve, Zumpt.

Dissertations and Forensics, through the year.

## *Studies outside of the Regular Curriculum.*

### INSTRUCTION IN GERMAN.

TEXT-BOOKS—First Year.—*Otto's German Grammar*; *Evans' Otto's German Reader*; *Der Landprediger von Wakefield*—translated into German by *Susemihl*.

Second Year.—*Otto's German Grammar*; *Bodenstedt's Translation of "Hamlet,"* *Freytag's "Die Journalisten,"* *"Jean Paul als Ditcher and Perdiger,"* by *Kauffer*. Selections from *Goethe*.

Flugel's Dictionary is recommended. Students advanced as far as the second year will find advantage in consulting *Whitney's Grammar* and *Heyse's Schulgrammatik*.

### INSTRUCTION IN FRENCH.

TEXT-BOOKS—First Year.—*De Vere's First French Reader*; *Conscrit de 1813* by *Erckmann-Chatrian*; *About's Roi des Montagnes* is recommended for private reading.

Second Year.—*De Vere's French Grammar*; *Conscrit de 1813*; *Histoire du Plébiscite*.

*Spiers' and Surenné's Dictionary* is recommended.

## Moral Philosophy, Political Economy, &c.

THE course of Moral Philosophy includes instruction in Mental Science, in Moral Science proper, Logic and Evidences of Christianity, to which is added Political Economy.

According to the method pursued, the first aim is to secure, as far as possible, a thorough mastery of the text-books of each of the sciences taught. With the recitations are intermingled elucidations of the text, criticisms of opinions and reasonings of the authors, and additional facts and arguments from other writers.

After the text-book in Mental Philosophy has been finished, and the class has thus been made acquainted with the nomenclature and leading facts of the science, a pretty full course of lectures is given, which the student is required to commit to paper, and to prepare for recitation and examination.

In the remaining sciences embraced in the department, the chief instruction is by text-book and recitation, but here also lectures on special topics are occasionally given.

Once in two weeks a doctrine of some science included in the course is submitted to an oral discussion, in which all the members of the Senior Class are expected to take part. This exercise is introduced by essays from three members of the class on the topics under discussion.

The text-books in this department are:

In the Junior year—*Elements of Intellectual Science*, Porter.  
*Logic*, Bowen.

In the Senior year—*Mental Philosophy*, Lectures.  
*Evidences of Christianity*, Butler's Analogy, and Alexander.  
*Moral Philosophy*, Jouffroy, Butler and Alexander.  
*Political Economy*, Say.

All the students of the College attend upon a recitation on the Bible every Monday morning, under the instruction of the President. The book used, besides the Bible, is "Questions on Bible Doctrine," by Ramsey.

## Mathematics.

In the Mathematical department the several portions of the science are taught in the order given in the "Course of Study." The careful, systematic study of the text-book is supplemented, when necessary, by explanatory lectures, and the progress of the student tested by occasionally requiring him to solve original problems. In the Junior year some attention is given to the History and Philosophy of Mathematics. Nearly one-third of the time is devoted by each class to review. The course of Pure Mathematics is completed in the Junior year, but candidates for graduation are subjected, near the close of the Senior year, to a searching general examination on the entire course.

The text-books in this department are:

Venable's *Arithmetic*; Ray's *Algebra*; Olney's *Geometry*; Schuyler's *Plane and Spherical Trigonometry*; Surveying; Puckle's *Algebraical Geometry*; Courtenay's *Differential and Integral Calculus*; Todhunter's *Calculus*.

## Course of Study in Latin.

### FRESHMAN CLASS.

CANDIDATES for admission in the Freshman Class are expected to have a good acquaintance with the forms of Declension and Conjugation, and with the leading rules of Syntax as laid down in some grammar arranged for beginners, as Bingham's. They are expected also to have such facility in translating Latin prose, into English as may be assumed in ordinary cases to be the result of two years' practice in this exercise, at the age of say 14-16.

The Freshman Class will be engaged during the first half session on Bingham's Latin Grammar and exercises, as far as Syntax; on the Sixth Book of Caesar's Commentaries *de Bello Gallico*, and on a part of the first Book *de Bello Civilis*, by the same author.

During the second half session, this class will study Bingham's Syntax (with exercises,) and Prosody, and will read the first Book of Virgil's *Aeneid*, (chiefly for scanning,) and three of Cicero's Orations against Catiline.

## EDITIONS OF TEXT.

For Virgil and Cicero, the editions of Allen and Greenough are recommended; for Caesar de Bello Civili, the simple text in a Leipsic edition.

## SOPHOMORE CLASS.

The Sophomore Class will read, during the first half session, Cicero's Orations pro Milone and de Imperio Cn. Pompeii, and will study Gildersleeve's Grammar (revised edition) from the beginning to section 280. During the second half session this class will read the first book of the Satires of Horace (using Bingham's Prosody), and the twenty-first and part of the twenty-second books of Livy. Exercises in the translation of English into Latin are furnished and required weekly throughout the year. In connection with these exercises, Zumpt's Grammar is used.

## EDITIONS OF TEXTS.

Chase's Edition of McLean's Horace, Allen and Greenough's Edition of Cicero, and Chase and Stuart's Edition of Livy, are recommended.

## JUNIOR CLASS.

The Junior Class will read Tacitus' Germania (or Agricola) and Dialogus de Oratoribus, and study the Syntax of Gildersleeve's Latin Grammar. Zumpt's Grammar is used in connection with weekly exercises of translation from English into Latin.

## EDITIONS OF TEXT.

For Tacitus, a Leipsic Edition of the simple text is recommended.

## SENIOR CLASS.

The Senior Class will read two of the Comedies of Terence, and, if there is time, something of Juvenal. This Class is expected to use Gildersleeve's and Zumpt's Grammar in private; and one-third of its time spent in the study of Latin is devoted to the writing of exercises.

The final examination for graduation embraces a review of the whole previous course, and includes an *ex tempore* Latin composition.

### *Greek.*

This subject is taught in all four classes. The Freshman and Sophomore Classes recite five times a week during both sessions. The Junior Class recites five times a week during the second session, and the Senior Class three times a week during the first session. The final examination given to this class includes all that is embraced in the entire course.

No examination is required for entrance into the Freshman Class, as they begin with the alphabet, and are taken through the declensions and the regular verbs before they begin to translate. But it is very desirable that the student should not make his first acquaintance with Greek when he enters the class.

In the two lower classes special attention is paid to the mastery of the forms of the language, so that a thorough foundation may be laid in this part of their studies, inasmuch as a deficiency here will almost certainly prevent the further progress of the student from being either sound or satisfactory.

The only text-books used in these two classes are Goodwin's Elementary Greek Grammar and Goodwin's Greek Reader.

In the Junior and Senior Classes the attempt is made to give the students a clear understanding of the main principles involved in the syntax of the Greek Moods and Tenses; and in the preparation of the translations copious references to the grammar are given to the classes beforehand, in order that the principles taught may be impressed as firmly as possible.

Exercises are given to all of the classes nearly every week, and generally consist of translations from English into Greek; occasionally, however, something else is substituted for this.

For all of the classes Hamilton's English-Greek Lexicon is recommended.

As the course of study that can be gotten into three years of a college curriculum is necessarily quite limited, it has been deemed best to confine the reading almost entirely to Attic prose,—the aim being to give the graduates in this department a good knowledge of the forms and syntax of Attic Greek, so that what they do read may be read understandingly. For this reason Homer has been entirely excluded, as it would be impossible to devote sufficient time to it to make the study of any real advantage.

## Physical Science

Is taught in the Junior and Senior Classes. The attention of the Junior Class is first given to a consideration of the general properties of matter, and of the forces manifested in cohesion, adhesion, capillarity, endosmose, crystallography, &c.

The subject of HEAT is then taken up and studied carefully and quite fully. Its intimate relations to other modifications of motion and force are impressed upon the attention. Light is studied so far as is thought useful before entering upon the study of Chemistry. Electricity in its various modifications, and with its many useful applications, next occupies the attention of the class. Theoretical Chemistry, Inorganic and Organic Chemistry (including Physiological Chemistry to some extent), and Agricultural Chemistry, are studied in the order given. The subjects are taught both by text-books and by lectures, and illustrated by experiments. Opportunities of exhibiting and impressing upon the attention the useful applications of Chemistry are improved so far as possible.

The Senior Class enters upon the study of Mechanics, including the Laws of Motion and the operation of the various forces of nature, as manifested in solids, liquids and gases. The subject of vibrations and undulations is considered by way of preparation for the study of Acoustics and Optics, which latter is dwelt upon at much greater length and with much more particularity than could be done in the Junior Class.

Astromomy and Geology occupy the time of the class for the remainder of the session. With the use of the text-books the Professor makes such additions, suggestions, criticisms or regular lectures as may seem important or necessary to the full elucidation and understanding of the subject taught. Together with instruction in Science, an effort is made to impart valuable information in regard to practical matters.

The text-books in this department are, in the Junior Class, Youman's and Barker's *Chemistry* and Johnston's *Agricultural Chemistry*. In the Senior Class, Ganot's *Physics*, Norton's *Astronomy*, and Dana's *Text-Book of Geology*.

## German Course.

The course of instruction in German is constituted indepen-

dently of the curriculum required for graduation, and is arranged so as to be completed in two years. The nature of the instruction is indicated by the books which appear elsewhere in tabular statement. Translations into German during the first year are oral; during the second year the same are to be oral and written.

### *French.*

The course of study in French is extended through two years, with three recitations a week throughout the session. The textbooks are, for the first year, De Vere's *French Grammar*; De Vere's *First French Reader*; *Conscrit de 1813*, Erckmann-Chatrian.

In the second year: De Vere's *French Grammar*; *Conscrit de 1813*; *Histoire du Plébiscite*.

### *Civil Engineering*

Is taught by the Professor of Mathematics to those few students who desire such instruction; provided their state of preparation is such as to warrant their entry on technical study with reasonable hope of success.

### *General Remarks.*

Each student is required to present a composition once a month to one of the Professors to whom he recites; and there are declamations in the chapel weekly, on Friday evening, by the classes in divisions. A Bible recitation is attended by all the students on Monday morning.

The Freshman and Sophomore Classes recite five times a week on Mathematics, Latin and Greek. The Junior Class recites five time a week on Mathematics, and Latin or Greek, and three times a week on Mental Philosophy and on Chemistry. The Senior Class recites five times a week on Moral Philosophy, Logic, Political Economy, Evidences of Christianity, &c.; and three times on Physical Science, and on Latin or Greek. The classes in German and French recite, each, three times a week.

Hampden Sidney professes to be a college merely, and not a university. She retains a curriculum of study which long time and varied experience have proven to be best adapted to effect a

*liberal* education, as distinguished from education of a purely business or professional character. Students are prepared for the professional schools, whether secular or religious, of the very highest grade, or fitted for the proper discharge of the duties of an enlightened citizen. Believing that the culture of all the mental faculties, designed to be here accomplished, is best effected by the complete and thorough mastery of what is taught, the catalogue of text-books is not so extended as to necessitate the hasty, superficial and imperfect study and acquisition of the contents of books written on a vast number of subjects, however valuable and important in themselves.

As everything cannot be taught, within four years, to youth of ordinary abilities, the attempt to do so is not made; but rather to do well and thoroughly what is professed to be done.

### *Admission.*

CANDIDATES for admission into the College are examined by the Faculty, and placed in the class which they are prepared to enter. Candidates for admission into any particular class must stand an examination on *all* the course previously pursued by the class. In *all* cases the candidate is required to present satisfactory testimonials as to his moral character and standing in the institution which he *last attended*. Examinations for admission commence on Tuesday before the session opens.

Students desiring to pursue a particular branch of study, are permitted to enter any class in College for which they are found prepared, subject, however, to the direction of the Faculty, in the amount of study required, which shall in all cases be equal to that of regular students.

### *Religious Exercises.*

STUDENTS are required to attend prayers in the chapel, Bible Class once a week, and church in such places as their parents or guardians shall request; or, without such request, in the place appointed by the Faculty.

### *Monthly Circulars.*

EACH Professor keeps a daily record of the attendance and recitations of the members of his classes, and at the end of every

month the average standing in scholarship, the number of absences from recitations, chapel and church, together with any improper deportment requiring particular notice, is transmitted to the parent or guardian of each student in the institution.

### *Examinations.*

THERE are two public examinations of all the classes, one in the middle of the session, and another at the close, conducted by each Professor in his own department. These examinations are either oral or written, or both combined, and are designed to test thoroughly each student's knowledge of the studies of the session. The classes are divided into four divisions, or grades, according to the results of the examination, and their sessional standing. Those in the first grade are announced at Commencement as distinguished. Those in the second grade are sustained and permitted to advance with the class, while those in the third grade cannot advance until they have been sustained on re-examination. Those in the fourth grade are not entitled to a re-examination, which, however, in certain cases may be granted by the Professor in charge.

The members of the Senior class are examined on all the studies of the course four weeks before Commencement.

### *Public Exhibitions.*

STUDENTS of the Senior Class deliver original orations in the chapel at intervals during the session, and representatives from each of the Literary Societies, together with the members of the Junior Class, on the 22d of December.

### *Vacation and Commencement.*

COMMENCEMENT occurs annually on the Thursday following the second Tuesday in June. The vacation follows the annual Commencement, and continues until the first Thursday of September. The Literary Societies hold their anniversary meetings on the day before Commencement, and public addresses are delivered before them by literary gentlemen appointed for the occasion. The Alumni are addressed on Commencement day by one of their number.

Every student is expected to enter punctually on the first day of the session, or present to the Faculty satisfactory reasons for absence. Parents and guardians cannot be too careful in seeing that this rule is observed, for the loss of a few days at the beginning of a session is almost invariably followed by a loss of grade in class, and always subjects the student to hurried and embarrassed study. Parents and guardians are also earnestly requested not to permit their sons or wards to be absent during the College term.

### Degrees.

THE degree of Bachelor of Arts is conferred upon those who complete the full course of studies, and are sustained on all their examinations. The degree of Master of Arts may be conferred on graduates of two years' standing, who present satisfactory evidence of having devoted themselves to study, and a written thesis to be examined and reported upon by a joint Committee of the Board of Trustees and Faculty of the College.

### Expenses.

Tuition for the year, for curriculum, . . . . .	\$ 60 00
Tuition in French and German, each . . . . .	20 00
Civil Engineering, . . . . .	25 00
Room rent for the year, . . . . .	12 00
Servant's hire and contingent expenses, . . . . .	7 00
Matriculation fee, . . . . .	10 00
Deposit, (which is returned if no damage is done,) .	5 00
Board \$3.00 to \$4.00 per week, half in advance in September and January, from \$130 to \$160, say, .	150 00
Washing \$1.50 per month, . . . . .	15 00
Wood \$2.25 per cord, variable, say, . . . . .	10 00

The cost of board may be reduced very considerably by joining a well conducted mess in College.

Members of the Junior Class in Chemistry pay a fee of \$7.00.

Students who enter on the scholarships pay no tuition fees, but are liable for all the other charges, *which must be paid in advance*. The incidental expenses will depend upon the habits of the student and the allowance from home. There is no more

16  
37  
375  
16  
2250  
375  
6000

30.00  
6.00  
3.50

47  
54  
15

fruitful source of injury to the student than too large a supply of pocket money.

Wounded soldiers of the late Confederate armies, and sons of Confederate soldiers killed in battle, are admitted free of tuition.

Candidates for the Gospel ministry pay tuition fees, or not, as they prefer. The Faculty may remit all charges for tuition to sons of ministers of the Gospel, whenever it is desirable to do so.

To deserving students who may be unable to pay their College fees, a credit will be extended on their giving bond to the Treasurer for the amount, payable in not more than six years from the termination of their College course.

### *Halls and Libraries,*

THE halls of the Literary Societies are fitted up with great taste and neatness, and the libraries, containing about 3,500 volumes each, have been selected with care.

### *Location, Remarks, &c.*

HAMPDEN SIDNEY COLLEGE is situated in Prince Edward County, Va., and is reached by daily stage from Farmville, which is on the Southside portion of Atlantic, Mississippi & Ohio Rail-road. The locality is proverbially one of the most healthy in Virginia. Union Theological Seminary is in its immediate vicinity, and the students of either institution have access to the lecture-rooms and libraries of the other, free of charge. The College is surrounded by a community distinguished for intelligence, morality and piety, in the families of which students may enjoy all the social advantages consistent with a life of study. Its quiet situation in the country, removed from the bustle of life, and from the temptations incident to town or city, associated with the above-named advantages, renders this College one of the most desirable retreats to every student who aims to secure the thorough culture of his mind and heart, and the formation of correct ideas.

Communications on business should be addressed to the President.

REV. J. M. P. ATKINSON, D. D.,  
*Hampden Sidney College, Prince Edward Co., Va.*

J. M. Niven, Esq.

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CIRCULAR

OF

HAMPDEN SIDNEY COLLEGE.

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# CIRCULAR OF Hampden Sidney College.

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At a late meeting of their body, the Trustees of Hampden Sidney College, resolved to secure if possible a large increase of the endowment of the College; and at a convention of elders and deacons of the Presbyterian Church subsequently held in the city of Richmond, not only was this action of the Trustees unanimously approved, but even a greater addition to the endowment was recommended than that they had proposed.

The time selected for this movement has been happily chosen. In 1875—next year—Hampden Sidney will have completed the hundredth year of her existence; and certainly the near approach of so interesting an epoch, brings with it a call to her friends to review her history and services, and to enquire what they ought to do to enhance her prosperity and to extend her usefulness.

Let us then consider some of the claims of this venerable College—claims founded on past services and present character—to the support of the people of Virginia and the ad-

jacent States, and especially to the support of the Presbyterian people living in the bounds of this Synod.

Hampden Sidney owes its distinctive character and existence mainly to two feelings; the one, a love of political freedom; the other a love of the Presbyterian Church.

The political feelings of the founders of the College reveal themselves in the very name it bears; for it is well known that the Whigs of '76 regarded their own principles as identical with the principles for which the opponents of the Stuarts had contended in the mother country, a hundred years before.

The same feeling appears again, and appears very conspicuously, in the following curious provision of the charter obtained by the College in 1783.

In the third article of that instrument it is enacted "that in order to preserve in the minds of the students that sacred love and attachment which they should ever bear to the principles of the present glorious Revolution, the greatest care and caution should be used in electing Professors and Masters, to the end that no person shall be so elected, unless the uniform tenor of his conduct manifests to the world his sincere affection for the liberty and independence of the United States of America."

During the war of Independence the same love of liberty and of country was displayed on every suitable occasion. In 1776, soon after the College was opened for the first time, a military company was formed from its students.

This company was placed under the command of Mr. John Blair Smith, then one of the tutors of the College and afterwards its President. Soon after its formation it was marched to Williamsburg and offered to the Governor of the State. Again in 1781, when Cornwallis was pushing Green from North Carolina into Virginia, Mr. Smith, now President, hastened to join the volunteers assembled to repel the advance of the enemy.

In our late civil war the old affection for the liberties and independence of Virginia again re-appeared among the stu-

dents of Hampden Sidney. At the first sound of war, before hostilities actually commenced, they made up a company among themselves, joined the forces of their native State and were among the first to feel the shock of battle. Nor have the Trustees of the College been wanting in the same spirit. At an early period of the contest they passed a resolution offering free tuition to every Confederate soldier maimed in the service and to the sons of Confederate soldiers slain in battle.

The Presbyterian attachments of the founders of Hampden Sidney, are sufficiently attested by the circumstances of her origin. Her foundations were laid by the old Presbytery of Hanover. At a meeting of this body held in '75 at Cub Creek, in Charlotte county, measures were taken for the establishment of the school by the appointment of a Board of Trustees and of a presiding officer, under the title of Rector or Superintendent. The appointment and removal of Trustees remained in the hands of the Presbytery until the incorporation of the school as a College by the General Assembly of the State.

Its removal from the direct control of ecclesiastical courts in no wise alienated the College from the Presbyterian Church. It still continued to be virtually, though not formally, a Presbyterian school. Dr. Samuel Stanhope Smith, its first Rector, was transferred to the Presidency of Princeton College before the incorporation of Hampden Sidney. The place was filled by his brother, John Blair Smith. Mr. Smith was succeeded by Dr. Archibald Alexander, afterwards Chairman of the Faculty of Princeton Seminary, and he, by Dr. Moses Hoge, who was removed by death in 1820. All of these were gentlemen, not only of eminent ability, but distinguished for their devotion to the doctrines and government of the Presbyterian Church. Indeed, of the twelve persons who, under the title either of President or Vice-President, have presided at Hampden Sidney, ten have been Presbyterian ministers, and all but one communicants of the Presbyterian Church. And never was the

Presbyterianism of the Institution more pronounced than at the present moment. Every member of her Faculty and of her Board of Trustees is a Presbyterian and it is believed that the right of the Presbyterian Church to the control of the College is universally recognized.

But while this College is truly and unequivocally Presbyterian it is not offensively so; any approach to bigotry or proselytism has always been discountenanced there. The temper of its founders is evinced by the following extract from a paper adopted by the Presbytery of Hanover in the very sessions at which the school was established. In this paper the Presbytery declare "that though the strictest regard should be paid to the morals of the youth, and worship carried on evening and morning in the Presbyterian way, yet on the other hand all possible care shall be taken that no undue influence shall be used by any member of this Presbytery, the Rector or any assistant, to bias the judgment of any; but that all of every denomination shall fully enjoy their own religious sentiments and be at liberty to attend that mode of public worship that either custom or conscience makes most agreeable to them, when and where they may have an opportunity of enjoying it."

Nor was this declaration empty or unmeaning. Some years after, when one of the teachers of the school was accused of attempting to proselyte, there was a formal investigation of the charge by the Trustees, and it was only when its falsehood had been proven that the accused was acquitted of blame. Indeed at no time during her whole history do we find a particle of evidence that the authorities of Hampden Sidney have ever been justly chargeable with attempting to bring her students into the communion of the Presbyterian Church.

In accordance with the same catholic spirit is the equal liberality she has extended to candidates for the Christian ministry. Many years ago her Trustees formally resolved to give free tuition to every young man in preparation for the ministry in any evangelical church. They have likewise

authorized the Faculty to admit, on the same terms, any sons of ministers to whom, in their judgment, such a privilege ought to be accorded. As far as we know, the Faculty have never failed to respond favorably to any application for the admission of a pupil under either of the foregoing resolutions.

It might be expected that a College, founded and controlled by such men as established and governed Hampden Sidney, would prove a fruitful nursery of ministers for the various branches of the Church of Christ, and especially for the Presbyterian Church. Accordingly the records of Union Theological Seminary demonstrate that a greater number of the matriculates of that institution have studied at Hampden Sidney than at any other College or University whatsoever. Of the sixty young men now in the Seminary, twenty have been students at Hampden Sidney. A very considerably greater number than can be claimed by any other institution.

No inconsiderable proportion of the best ministers and members of the Presbyterian Church are indebted, under God, to a residence at Hampden Sidney for their religious life as well as for their literary training. These are among the precious fruits of the blessed revivals of religion with which, from its very foundation, this College has been so frequently visited. In one of these awakenings, for example, some eighteen or twenty students, a third of the whole number in the College, professed faith in Christ and united with the Church. And among these, besides some excellent ruling elders and private members, are the following well known ministers of the gospel, all of whom are still in the midst of their usefulness: Rev. Drs. R. L. Dabney and M. D. Hoge, Rev. Messrs. James H. Fitzgerald, W. T. Richardson and Joseph M. Atkinson.

But whilst Hampden Sidney has given a far greater number of preachers of the gospel to the Presbyterian Church than to any other, she has furnished excellent men to the pulpits of several denominations. The Methodist, Baptist

and Episcopal churches have all drawn ministers from her Alumni. Of the clergy of the Episcopal Church particularly, now engaged in active labors, some eight or ten, including one of her Bishops, were students of this College.

But the benefits conferred by Hampden Sidney on the Presbyterian Church are not confined to the supply of ministers. From its very foundation this old College has been a sort of fortress of Presbyterianism, the power of which has been felt in all the surrounding country. To this influence mainly we must attribute the peculiarly strong hold taken by this Church on Prince Edward and the adjoining counties, especially Charlotte and Cumberland. These were not settled originally like some parts of the Valley, by emigrants from Presbyterian communities, and though at an early day they were the scene of the labors of distinguished Presbyterian ministers, they do not appear to have been more favored in this respect than other parts of the State where Presbyterianism was once flourishing, but has now nearly or quite died out.

This venerable Seminary of learning has performed an important part in advancing the secular, as well as the religious interests of the country. She has trained able men for every honorable profession and for every department of public service. Her Alumni have been represented, once in the Presidency of the United States, repeatedly in the Cabinet at Washington, and in the Senate and House of Representatives, and are found among the Governors of six or eight States of the Union. They have appeared in the Judiciary, both State and Federal, and among the ministers of the United States at foreign courts.

The contributions to the corps of professional educators have been peculiarly rich and extensive. Many of her sons are now found at the head of important institutions of learning, male and female, in Virginia and other States, or are Professors in some of the most distinguished Colleges and Universities in the country. At least seven of them still living, are now, or have been, the presiding officers of Col-

leges or of Seminaries of learning of still higher grade. The institutions referred to, are the University of Virginia, the University of Alabama, Union Theological Seminary, Davidson College, N. C.,—the last three, Presidents of which were all Alumni of Hampden Sidney—Stewart College, Tenn., and Hampden Sidney itself.

Now, in order to estimate the true value of the instruction at Hampden Sidney, it ought to be remembered that an institution which has sent out so many men of ability and usefulness has never boasted a great number of students. At no one time, we believe, have her pupils exceeded a hundred and fifty, and the average number during the whole term of her existence would scarcely reach half that sum.

A few words respecting some points of difference between the organization and system of instruction adopted at this College and those preferred by some sister institutions. Hampden Sidney is simply a College, sharply discriminated at once from the University and from the Academy and Classical school. As distinguished from the University, she provides no post graduate course, nor is any professional school taught under her charter. What was once her Theological department now exists as Union Seminary, an Institution in her immediate neighborhood, but entirely distinct from the College, both in its instruction and its government.

What was once her Medical School, taught under her charter, is now known as the Medical College of Virginia, and is wholly independent of her control.

Nor does she combine with her proper functions, those of the academy or classical school. She has no department for the preparation of youth for the regular College classes, but this work of preparation she thinks is best to leave to the classical schools of the country.

No doubt it is true that in this virtual exclusion from her instruction, both of professional and of preparatory students, Hampden Sidney submits to a very serious diminution of numbers. If the sixty students of the Theological Semi-

nary and the forty students of the Medical College at Richmond, were added to her roll, and if there should be a farther addition of some fifty or a hundred boys who might be gathered into a preparatory department, the dimensions of her catalogue would be greatly enlarged.

And yet, there are considerations which seem to justify her in this voluntary sacrifice of numbers.

In the judgment of many, one of the most marked defects of the American system of education is the want of a proper gradation of schools. The mere boy not advanced beyond the very rudiments of learning—the youth in the midst of his classical course and the young man engaged in professional studies are often thrown together to be taught by the same instructors and to be subjected to the same discipline.

Now, although this system has the sanction of high authority and prevails in some institutions of deservedly high repute, it is hard to see its superior advantages, except as it evidently conduces to the single end of the increase of numbers. The discipline best adapted to a boy of twelve, is not that most appropriate to a young man of five and twenty. Nor would the sort of teaching most suitable for the one of these be equally suited to the other.

That division of labor which has wrought out such magnificent results in physical science and the mechanic arts might yield good fruit, if introduced more extensively into the noble art of education.

A great difference of opinion has existed among the most distinguished educators respecting the expediency of maintaining a College Curriculum.

Many oppose the Curriculum upon the ground of the temptation it brings at the close of each session, to pass students to a higher class who have not mastered the studies appropriated to the lower, and at the end of the whole course to give a diploma which attests a scholarship not possessed.

It is alleged that this evil practice has been carried so far in some famous Colleges that their diplomas can only be re-

garded as receipts in full—for the College bills of the four years course.

And the elective system is unquestionably best adapted to the University. For the University student is, or ought to be, a young man considerably advanced in learning and with a definite purpose in life. Such a person may be presumed to be able to select intelligently and wisely his own course of study.

But against the elective system as applied to the College it is argued with great force, that students, on their entrance into College, are in no wise qualified to select their own course of study. That the selection is made upon wrong grounds, and that even when proper branches of study are chosen, they are taken up without due regard to a proper order. Sometimes young men who know no Greek and little Mathematics, commence their course with the study of Mental and Moral Philosophy, and thus begin where they should end. Now, at Hampden Sidney a system has been adopted not liable to either of these objections. She retains the Curriculum, but at the close of each term she only advances to a higher grade such of her students as have successfully passed a fair but rigid examination on all the studies of the lower classes. If the young man seek a degree he must not then take that course which is best in his own eyes, or most pleasing to his own taste, but that marked out for him by persons who have spent the best part of their lives in the work of education. The results of this system must be regarded as eminently favorable. While the standard of education at Hampden Sidney is as high and is maintained as inflexibly as in any mere College in the country, the number of her graduates has been unusually large when compared with the number of her students.

But there is a great practical question to which everything heretofore said is simply introductory. It is this: Ought the aid to be granted to this College which is asked by her Trustees? Indeed, ought she not to receive the more liberal provision recommended by the Richmond Convention?

In our judgment these questions admit only of an affirmative reply.

Two propositions seem so manifest as to need no proof. The first is, that the Presbyterians represented in the Synod of Virginia ought to have a College of their own—their own in the same sense in which Randolph Macon is the College of the Methodists, and Richmond College is the College of the Baptists. The second proposition is that this College of the Presbyterians should possess all the means and facilities of bestowing the most thorough and complete education that the College as distinguished from the University can be expected to afford.

Now, to give Hampden Sidney such advantages, it is very certain that at least three hundred thousand dollars must be added to its funds.

The sum proposed seems, indeed, a large one to be raised among our poor people, and to men accustomed to such estimates as were made fifty years ago of what would constitute an adequate endowment for a College it would appear extravagant. There has certainly been a wonderful enlargement of view among the people of this country with respect to the whole matter of intellectual culture. In almost every department the standard of education has been greatly raised. In our higher Seminaries of learning the course of studies has become far more comprehensive—the number of instructors has been increased and the outlay in libraries, philosophical apparatus, cabinets and buildings, wonderfully enlarged. Consequently a sum which a hundred, or even fifty years ago, would have been regarded as affording a respectable endowment, must now be esteemed ridiculously inadequate, and in this day we frequently hear of additions to the funds of literary institutions which, as lately as thirty years ago, would have seemed incredible. We have it on the authority of President White, of Cornell University, that within the last seven years, one million six hundred thousand dollars has been contributed to that Institution.

As we have been lately assured by one of its Professors, the Methodist University of Syracuse, at but a little distance from Cornell, has received seven hundred thousand dollars in five years. We have likewise the statement of Dr. M'Cosh that since his accession to the Presidency of Princeton College, eleven hundred thousand dollars has been added to the funds of that venerable seat of learning, And so to Lafayette College, Penn., besides large gifts from other persons, donations to the amount of five hundred thousand dollars have been received from a single individual, Mr. Pardee.

The foregoing are only a few notable instances among very many of a similar character of liberality exhibited to literary institutions North of the Potomac. Nor have the Southern States, or our own Virginia, been wanting in the exhibition of the same spirit. Notwithstanding the impoverishment of our people, the contributions made of late to Washington and Lee University have reached several hundred thousand dollars.

Peace had scarcely been restored before the Baptists of Virginia undertook to raise one hundred thousand dollars for Richmond College. They succeeded; but encouraged rather than satisfied with this success, they resolved soon after to add the farther sum of three hundred thousand dollars to the endowment of that College, and to the high honor of the zeal and energy of the denomination, this too, has been nearly accomplished. And yet, after all such accessions to their wealth, the richest of American Seminaries of learning are poor, compared with many of their sister institutions in Europe.

But are any commensurate advantages to be derived from giving riches to literary institutions? Does the wealth of a College make students or professors work harder or more successfully? Can money supply the lack of brains or energy? We reply that to the highest and most complete success in education something is necessary besides brains and energy. Libraries are necessary, laboratories are necessary,

philosophical apparatus of every kind is necessary. And all these are gotten for money. Indeed it must be admitted that with rare exceptions the best talent is secured by the best salaries.

When the poverty by which Hampden Sidney has always been oppressed, is taken into account, we can only wonder that she has been able to accomplish so much. Her present endowment is only some eighty-five thousand dollars, even counting her Virginia bonds at par, and yet she has more money to-day than ever before, except at one period of the late civil war, when, for a little while, she was in the possession of funds, the value of which was destroyed with the Confederacy. But in these days of large endowments it is sufficiently evident that without an important addition to her resources she cannot maintain that place among the Colleges of the country which she has long occupied.

Among her most pressing wants are the following: First, two additional Professorships, together with an increase of the salaries attached to the Chairs already established. The Professorships now existing at Hampden Sidney are five—one of Moral Science, one of Natural Science, one of Mathematics, one of the Latin language and one of the Greek language. For the present, instruction in German is committed to the Professor of Latin, and instruction in French to the Professor of Greek.

Now a great need of the College is the establishment of a Professorship of the English Language and Literature.

One of the most favorable changes that have appeared of late in the course of studies generally adopted in our American Colleges is the increased attention bestowed upon the study of the English. Certainly the knowledge of no other language can be so important as the knowledge of ones mother tongue, especially if that tongue possess a literature so rich and varied as our English. Instruction in this language should be something more than the elementary teaching bestowed in primary schools and academies. It ought to be extensive and thorough. Commencing where it now

commences with a mother's instruction of her children, but only ending where the whole work of education is terminated. So obvious are these views and so rapidly are our American people waking up to their recognition that it may be safely predicted that in a very few years scarcely a College worthy of the name will be found in which the teaching of the English language will not be a prominent branch of instruction.

Again, in this age when the intercourse of men of different nationalities is becoming so much more intimate and extensive than of old—the study of the living languages of other lands is assuming a new importance.

Acquaintance with some of these is even now almost indispensable to the character of an educated man.

At Hampden Sidney this fact has already been so far recognized that, as just intimated, provision is made for the instruction of her students in French and German.

Still it may be doubted whether a sufficient prominence is given to these studies. They are not indispensable to the attainment of the highest honors of the College, nor do they form an independent department of instruction, but it is wholly optional with the student whether he will study them or not, and they severally form incongruous additions to other departments.

Once more; the buildings and grounds of Hampden Sidney demand a liberal appropriation. Little has been expended upon them for many years and thus they exhibit painful indications of neglect. Yet the natural advantages of the site are not small and the outlay of a moderate sum would render the whole place beautiful and attractive.

But we need new buildings as well as the remodelling and improvement of those already existing. Even with the present number of our Faculty the erection of another Professor's house is imperatively demanded, and of course every addition to our corps of instructors may be expected to bring with it the necessity of an additional dwelling.

Our lecture and recitation rooms, too, and the apartment

now used for the purposes of a library, are all inconvenient and inadequate, and should give place to others more suitable.

But we need books perhaps more urgently than we need buildings. The literary societies of the College have indeed good collections of miscellaneous works, but these libraries can boast of but few books of much scientific value. The College library was originally designed for the use of the Divinity Class, at one time taught by the President. It consists mainly of Theological works and of public documents sent from Washington. For many years past it has received no additions by purchase and few of much value by donation. Were it not for the courtesy of the authorities of Union Theological Seminary, the Professors of the College would be nearly destitute of books of reference except so far as these could be supplied from their own scanty collections.

The wonderful progress in Natural Sciences causes a constant demand for new means of illustration, including philosophical apparatus, cabinets, maps, charts, &c.

Here again a considerable expenditure of money is demanded to make our collections what they ought to be.

And, lastly, the salaries of our teachers ought surely to be increased. They are now far smaller than those given by most of our sister institutions in Virginia, to say nothing of the wealthier Colleges of the North. They are indeed wholly and confessedly inadequate.

At a moderate estimate of the cost of the various additions and improvements above mentioned it must amount to at least three hundred thousand dollars, the sum named by the Richmond Convention, as that which the friends of Hampden Sidney ought immediately to raise. It is indeed a large sum to procure in these hard times and among our depressed people, but surely the urgency of the case demands the effort and the noble example of our forefathers in establishing this College encourages us to make it. For few and feeble as the Presbyterians of Virginia may feel

themselves to be when compared with the members of other churches, or with the Presbyterians resident in other States, we have far greater numbers and far better means of making money than were possessed by the men who founded Hampden Sidney. Indeed, it may be safely assumed that the Presbyterians of Virginia are five times more numerous to-day than in 1775. The difficulty of raising any considerable sums of money was then immensely greater than at present. Judging from the articles of agreement made between the Rev. James Waddell and his congregation in 1779, the price of a bushel of wheat was then about three shillings of Virginia currency, or fifty cents, and that of a bushel of corn was two shillings. About the beginning of the 17th century the price of tobacco per hundred was ordinarily two dollars and a half, and we doubt whether during the first sixty years of the history of Hampden Sidney the average price of this article was half that it now bears. Forty years ago labor and farm stock bore a small proportion to their present price.

At about that time a good farm horse could be purchased at sixty dollars, and a young man, an average plantation hand, could be hired at from forty to fifty-five dollars a year. Fifty dollars could only be gotten for men of extraordinary capabilities and high character.

Is the three hundred thousand dollars which Hampden Sidney now asks—a greater sum to be raised by us in these days—than was the amount contributed by her founders and the friends who upheld her in the days of her struggling infancy?

The advantages of this College, too, are unquestionably great and powerfully recommend her to support. The locality in which she is placed is unsurpassed in health. Her associations with the past are of priceless value. The scholarships she gives is as high as that conferred by any mere College in the country.

The moral and religious influences she throws around her students are peculiarly salutary. In times past she has been

visited by many precious outpourings of God's Spirit, and that Spirit has not yet been withdrawn.

Now shall such an institution be crippled for want of funds? Shall her instructors be left to discouragement and faintness of heart produced by the apparent failure of their brethren to give them sympathy and their real failure to give them help? It is for you who are addressed to determine.

J. M. P. ATKINSON,

Chairman of Committee of Endowment.

THOMAS S. FLOURNOY,

Chairman of Committee of Elders' Convention.